

WELCOME & OVERVIEW

Scope:	This brief seminar introduces students to the TLC program. Students learn about the TLC course goals, the course schedule, how seminars will be conducted, and other administrative issues. With the help of a survey, students describe their personal goals in attending TLC, thereby helping the instructors tailor the course to the audiences' needs. The seminar concludes with the students introducing one another to the group.
Format:	Informal Lecture
Duration:	30 minutes
Objectives:	<ol style="list-style-type: none">1. Describe the goals of the TLC program.2. Describe the format and ground rules of TLC seminars.3. Meet fellow students and staff.
Resources:	Student Introduction (hand-out); Schedule (customized by the host unit); PowerPoint slides.



STARTING POINT

[Introduce yourself and welcome everyone to TLC.]



ATTENTION & MOTIVATION

CADETS NEED LEADERS. Our cadets are proud to wear their uniform, and they work incredibly hard to develop their potential, but a 12-year old cadet basic can not develop into one of tomorrow's aerospace leaders without adult guidance. The cadets know this. In survey after survey, cadets have said that senior member leadership is the number one factor in making their CAP experience worthwhile. Your participation in TLC is important to them. On behalf of the cadets, *thank you* for volunteering your time to attend TLC.



OVERVIEW

Here's what we'll be covering during this brief introduction to the TLC program.



MAIN POINT #1: TLC'S GOALS OFFER SOMETHING FOR EVERYONE

[Briefing / Informal Lecture]

[Distribute the TLC Student Introduction hand-out.]

TLC Goals. As indicated on the slide and on your hand-out, this course is aimed at the seniors who lead cadets and manage Cadet Programs at the squadron level. If you're new to working with cadets, TLC is a great way to gain practical tips on how to get your squadron going. If you're an experienced leader of cadets, you are sure to take more than a few ideas home with you through our group discussions.

Blocks of Instruction. How will we reach our primary goal? TLC is organized around four blocks of instruction.

Strategic Perspectives: Some of these lessons are on-line, but we will also take time today to discuss what the Cadet Program aims to achieve for our cadets and for America.

Leading Cadets: Being a mentor to a young person is both rewarding and challenging. In CAP, our cadets range from 12 to 20, so our squadrons operate as one-room schoolhouses, and therefore our senior members need to know how to reach a diverse group of early adolescents and college-age young adults. During this block, we'll consider some of the leadership principles and methods involved in being an effective leader of cadets.

Managing a Cadet Program: During this block, we'll explore some of the main rules and regulations that guide us in implementing a cadet program. This block will have a practical focus, as we'll discuss good ways to plan weekly meetings and weekend activities, as well as how to create an effective senior / cadet team.

Practicum: "Virtual Cadet Squadron": This portion of TLC tests your ability to apply what you learn in the other three blocks. Imagine yourself at the helm of a cadet unit for 6-months. You'll need to set goals, organize a staff, plan meetings and activities, counsel cadets, and more.

Schedule. [Distribute a hard-copy schedule and review it with the students.]

TRANSITION: Within each of the blocks of instruction are a number of seminars, which is what we'll look at next.





MAIN POINT #2: SEMINARS WILL PROMOTE DISCUSSION & THE SHARING OF BEST PRACTICES

[Briefing / Informal Lecture]

Seminar Goals. We will cover a lot of ground during our two days together, but it would be impossible for TLC to be the final word on Cadet Programs. During the informal lecture portions of seminars, the instructors will focus on the most important policies and procedures. We will spend the majority of our time discussing those concepts and sharing best practices.

Venue & Audience. To make those discussions meaningful, we are conducting TLC at the (group / wing) level in the hope that by having a number of squadrons represented, the discussion will be that much more diverse and lively.

TLC is not the Final Word on Cadet Programs. Again, we have an ambitious course planned for you, but TLC is only a starting point for learning how to make a cadet or composite squadron flourish. For example, if you are an expert on CAP personnel policies, please do not feel we are slighting your area by focusing only on the fundamental cadet-related issues, and not going into depth about, say, the membership termination appeals process, or who is appointed to the MARB. Our emphasis will be on Cadet Program fundamentals, as they relate to the typical squadron.

Student Handouts. If you would like a tool to help you follow along with the discussion and take notes, use the student “note-takers.”

TRANSITION: Specifically, here is how we would like to see the seminars proceed:



MAIN POINT #3 SEMINARS ARE A TIME FOR COLLEGIALITY

[Briefing / Informal Lecture]

Course Attitudes. We would like seminars to be marked by collegiality. By that, I mean please volunteer your ideas, and with an open mind, listen carefully to the ideas of others. The discussions are opportunities for you to compare your squadron's practices with what everyone else is doing, and unapologetically "steal" their best practices.

Therefore, for us to have meaningful conversations, please make a special effort to avoid the four negative behaviors shown on the slide. [A light-hearted or self-effacing approach here is suggested. "WIWAC" stands for "when I was a cadet . . ."].

Administrative Notes. [Announce local information, as needed.]

TRANSITION: We all know about the goals and format of TLC. Next, let's get to know one another.



MAIN POINT #4: LET'S GET ACQUAINTED

[Guided Discussion. Pair each student with a student from another squadron, preferably someone they do not know. Allow the pairs about 5-minutes to interview one another, using the topics listed on the slide as a guide. At the end of the 5-minutes, have each student introduce their interview subject to the group. If any TLC staff are present, include them in this process.]



CONCLUSION

Does anyone have any questions about our goals or plans for TLC?

[Answer questions as they come up.]

We're off to a good start. We all know each other, and everyone is motivated to learn something new about leading cadets and managing the Cadet Program. We'll take a brief coffee break and then begin TLC in earnest.